

**Data Report:**  
**2003 New Hampshire Higher Education**  
**Alcohol, Tobacco and Other Drug Survey**

*Presented by the New Hampshire  
Higher Education  
Alcohol and Other Drug  
Committee*



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## INTRODUCTION

The New Hampshire Higher Education Alcohol and Other Drug (NHHEAOD) Committee is comprised of representatives from higher education institutions across the state of New Hampshire. Members meet monthly to discuss important issues and develop action plans related to alcohol, tobacco, and other drug use on college campuses in the state.

In the fall of 2000, the NHHEAOD committee collaborated with the University of New Hampshire's Student Affairs Research and Assessment Center to develop a survey that could be administered at the various membership schools in the spring of 2001. This survey was then revised and re-administered in the spring of 2003. A copy of the instrument used in gathering the data can be accessed at [http://www.unh.edu/student-life/assessment/pdf/NHHEATOD\\_03.pdf](http://www.unh.edu/student-life/assessment/pdf/NHHEATOD_03.pdf).

The purpose of this survey is to assess students' attitudes, behaviors and perception of use regarding alcohol, tobacco, and other drug uses. Furthermore, this statewide survey allows individual schools and the NHHEAOD Committee to track and evaluate data consistently, to monitor trends, and to provide assistance in the development of alcohol, tobacco and other drug programs and services.

The survey was administered at nine higher education institutions in the state during the spring of 2003. This report provides a summary of key aggregate data from this survey, with an emphasis on data results that illustrate the gap that exists between actual and perceived norms among New Hampshire college youth. Social norms theory, a concept receiving a lot of national attention, is based on the premise that students over-perceive harmful behaviors and under-perceive protective behaviors among their peers and that those misperceptions have an impact on decisions to use substances. As such, the aim of a social norms approach is to reduce misperceptions of substance use with a resulting decrease in use and consequences. For more information regarding social norms theory, please consult The National Social Norms Resource Center at [www.socialnorm.org](http://www.socialnorm.org).

## SUMMARY OF RESULTS

### Attitudes (see Graph 1)

- The majority (86.5%) of students' personal attitudes about drinking and getting drunk are conservative ("Drinking is never a good thing to do" or "Drinking is all right but a person should not get drunk") to moderate ("Occasionally getting drunk is okay as long as it doesn't interfere with academics or other responsibilities").
- The majority (67.9%) of students believe that getting drunk, even occasionally, is not okay if it interferes with academics or other responsibilities.
- Students believe that more than half (51.6%) of their peers think getting drunk is okay even if it does interfere with academics or responsibilities and that frequently getting drunk is okay if that's what the individual wants to do. Actual responses indicate that only 13.5% of students share one of those two attitudes about drinking.

### Average Weekly Consumption (see Graph 2)

- The majority of students (63.8%) consume six or fewer alcoholic drinks in a week.
- Twenty-four percent (24.2%) or roughly one-quarter of students report that they don't typically consume alcohol weekly.

### Quantity & Frequency of Alcohol when "Partying" (see Graphs 3 and 4)

- The majority (58.6%) of students report that they "party" without alcohol or when they party their quantity is limited to 6 drinks or fewer.
- Students believe that the majority (73.6%) of their peers consume 7 or more drinks when they "party". Students are severely overestimating the amount their peers are consuming in party situations.
- The majority (57.0%) of students who do report "partying" with alcohol indicate that they limit this activity to 1 or 2 nights a week. Additionally, 26% of students report that they don't "party" leading one to believe that they either abstain from alcohol completely or limit their consumption to other types of settings (e.g. with a meal, among a small group of friends).
- Students believe that the majority (60.1%) of their peers "party" 3 or more nights a week. Students are severely overestimating the frequency with which their peers are "partying."

### Binge Drinking (see Graph 5)

- The overall rate of binge drinking among college students in New Hampshire is reported at 57.1%. However, upon examining the frequency of binge drinking episodes among respondents, one finds that 26.6% of that 57.1% reported limiting this type of high-risk drinking to 1 or 2 times in a 14-day period. A binge drinking episode is nationally defined as 5 or more drinks in a sitting in a 2 week period.
- The minority of students (30.5%) is engaging in the majority of the frequent binge drinking episodes. Frequent is defined as 3 or more episodes in a 14-day period.

### **Protective Behaviors (see Graph 6)**

- Students are engaging in a number of protective behaviors when it comes to taking care of themselves or others in situations involving substance use.
- Listed below are some examples of protective behaviors that the majority of students attending New Hampshire institutions report employing either sometimes, usually or always: 89.9% report that they party with friends and people they know and 88.5% report that they watch over their friends who are consuming. Additionally, 81.3% report eating before “partying” or going out, 81.8% report using designated drivers, 71.6% report consciously tracking the number of drinks consumed, 53.7% report choosing not to drink and 52.8% report determining in advance and staying within a set number of drinks.

### **Negative Consequences (see Graph 7 and Table 3)**

- The majority of students do not experience negative consequences from their substance use.
- For 15 of the 23 negative consequences students were asked about on the survey, the percentage of students reporting they had never experienced that consequence in the last six months exceeded 70%.
- For 21 of the 23 consequences students were asked about on the survey, greater than 50% of students reported that they had never experienced that particular consequence in the last six months due to their substance use.

### **Abstinence from Substance Use (see Graph 8 and Table 4)**

- The majority of students attending colleges in New Hampshire DO NOT engage in tobacco or other drug use, with the exception of alcohol.
- More than 8 out of 10 respondents (86% or higher in each drug type category) reported that in the last six months they had not used smokeless tobacco, cigars, amphetamines, designer drugs, sedatives, cocaine, hallucinogens, inhalants, opiates, non-prescription drugs, prescription drugs for non-intended or “recreational” purposes, or other illicit substances.
- Approximately 6 out of 10 respondents reported that in the last six months they had not smoked cigarettes (68.2%) or marijuana (63.5%).

### **Substance Use – Actual vs. Perceived (see Table 4 and Graph 9)**

- Students consistently over-perceive drug use among peers attending their own institutions. In some drug categories, the discrepancy between actual and perceived responses was tenfold.
- Students estimate that their peers use alcohol more than twice as often as that which is reported.
- For most drug categories respondents were asked about, the mean number of days of actual use reported in a six-month period was 2 days or fewer. Exceptions to this definition were in the areas of cigarettes, alcohol, and marijuana.

## PURPOSE AND CONTEXT

Since the early 1990's the *Core Survey - Short Form*, a national survey coordinated by the University of Southern Illinois, had been the instrument used by many of the schools in the state to gather data on alcohol, tobacco, and other drug use behaviors. Early in the summer of 2000, the Core Institute made the decision that it would no longer support the short version of its survey and it would only scan and report on the long version of the survey. The longer version took approximately 45 minutes to complete versus 20 minutes for the short form.

Concerned about the time needed to administer the Core Survey – Long Version, members of the NHHEAOD Committee made a decision in August 2000 to create their own survey. Their goal was to have an instrument that could be completed in approximately 20-25 minutes. In addition, the committee wanted a survey that higher education institutions in New Hampshire would use so that institutional data could be compared to a statewide reference group. In the past, comparisons such as these were not always possible. A statewide survey would also allow for consistent tracking of data and monitoring of trends. The Student Affairs Research and Assessment Center at the University of New Hampshire was asked to assist in this process. This center has staff with experience conducting this type of project, the ability to create and scan the survey, and the means to report the results.

The NHHEAOD survey items were derived from three national surveys: the *Core Survey* (short form), the *Campus Survey of Alcohol and Other Drug Norms*, and the *1999 Annual Student Health Behavior Assessment*. There were a few reasons for this decision. First, the higher education institutions wanted to use questions that they had used from surveys in the past so that they could maintain trend data. Secondly, NHHEAOD members thought that questions from these national surveys solicited the type of information they wanted. Thirdly, since the questions from these instruments had been used on national surveys, committee members were confident that they were reliable and valid. Where possible, all response categories were constructed to solicit interval data for easier analysis and significance testing. In January of 2001, the instrument was drafted, pre-tested, and finalized. Due to time constraints reliability and validity was not determined for the instrument.

The survey was then revised and re-administered in the spring of 2003. The Centers for Disease Control and the New Hampshire Department of Health and Human Services (DHHS), Office of Community and Public Health worked with the NHHEAOD Committee in the revision of the instrument and DHHS contracted to include questions regarding tobacco use for statewide data collection with college-age students.

### ■ Sample

Nine higher education institutions in New Hampshire participated in the study. These institutions varied in affiliation (e.g., private/public, religious/secular, two/four year), mission, and size. Each school chose its own sampling method. A total of 3,743 students participated in the survey. Weights were not assigned to compensate for disproportionate representation of each college in the sample analyses (see Table 1).

**TABLE 1: SAMPLE AND SIZE FOR EACH INSTITUTION**

	Sample Size	Percent of Sample
Colby-Sawyer College	250	6.7%
Daniel Webster College	116	3.1%
Franklin Pierce College	164	4.4%
New Hampshire Technical Institute	454	12.1%
Plymouth State College (now Plymouth State University)	638	17.0%
Rivier College	419	11.2%
Saint Anselm College	525	14.0%
Southern New Hampshire University	500	13.4%
University of New Hampshire	677	18.1%

**TABLE 2: DEMOGRAPHIC PROPORTIONS**

	Sample
<b>GENDER</b>	
Men	1,540
Women	2,154
Transgender	8
<b>CLASS</b>	
Freshman	1,314
Sophomore	908
Junior	743
Senior	703
Grad	18
Other	39
<b>STATUS</b>	
Full-time	3,544
Part-time	142
<b>PERMANENT RESIDENCE</b>	
In-State	1,882
USA, but out- of -state	1,630
Country other than USA	114
<b>RACIAL/ETHNICITY</b>	
African American/Black	53
American Indian/Native American	50
Asian American/Pacific Islander	61
Caucasian	3,460
Hispanic/Latino	81
International (non-immigrant)	43
Multiracial/biracial	47
Other	39

## ■ Method

Prior to administration of the survey each institution received approval from their Institutional Research Board (where applicable) or an appropriate administrator at the institution. All schools implemented an administration method to ensure anonymity and confidentiality of participants.

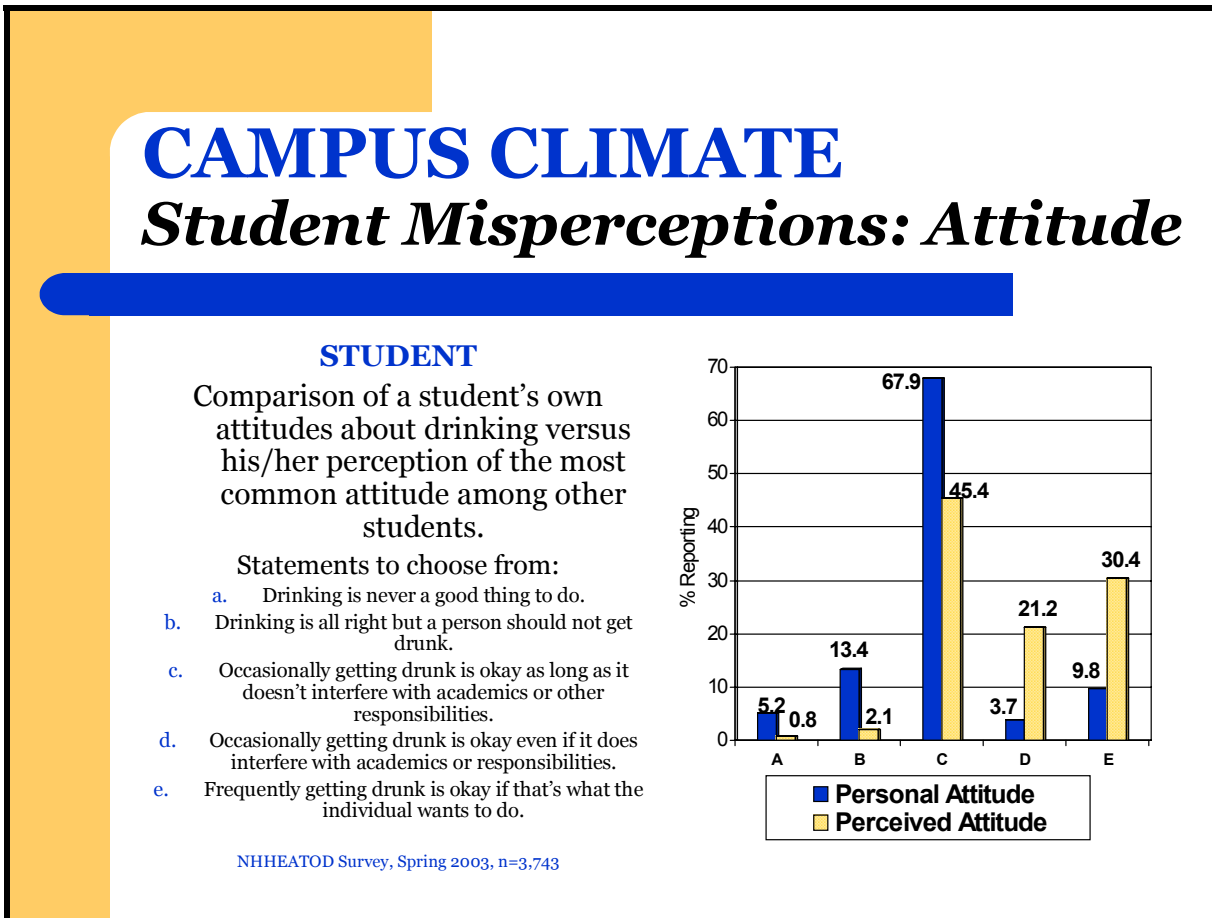
The Student Affairs Research and Assessment Center at the University of New Hampshire recommended (1) that the survey be administered in academic classrooms by identifying classes that would allow each school to achieve a representative sample and (2) that the survey be administered beginning in mid-February and collecting all surveys prior to spring break vacation. Choosing to end the survey prior to spring break would help ensure a uniform experience that was generally typical of usual use and not colored by spring break activities. Each campus decided its own administration method with most institutions choosing the classroom method.

The following schools distributed surveys in academic classes: Colby-Sawyer College, New Hampshire Technical Institute, Plymouth State College (now Plymouth State University), Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Daniel Webster College distributed surveys to volunteers in the dining hall over a two day period. Franklin Pierce College distributed surveys via classrooms and select, targeted groups (e.g. Resident Assistants, student athletes).

After the data was collected it was cleaned to remove outliers. Outliers are data responses that fall outside the range of possible responses. For example, questions with a time frame of 6 months (e.g., in the past 6 months how many days did you use alcohol?) any answer greater than 180 was changed to a missing response so that it was not calculated in the analysis. Thus that piece of data was dropped from the aggregate data for that question only. For questions based on two weeks and 30 days, responses greater than 14 or 30, respectively, were changed to missing responses. For the questions regarding negative consequences (e.g., in the past 6 months how many times did you have a hangover?) and protective behaviors (e.g., during the past school year, when you went out/socialized/"partied" how many times did you choose not to drink?) histograms were run to determine the existence of outliers. Outlying responses were analyzed to determine if they were possible answers to the question. If it seemed clear that these responses were erroneous or fraudulent they were changed to missing responses.

## SELECTED DATA RESULTS

### ■ Graph 1: Attitudes - Personal vs. Perceived Attitude

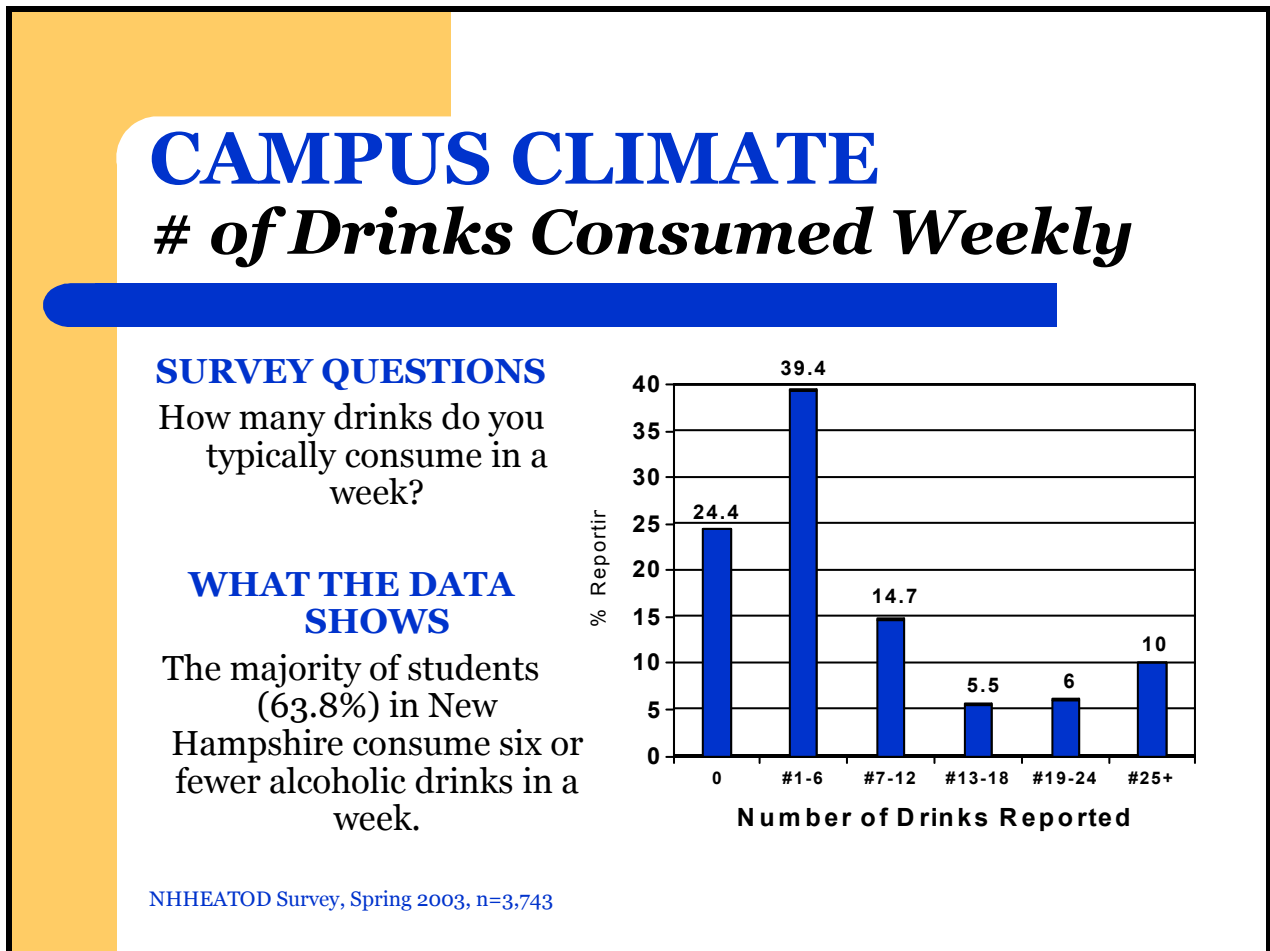


### Results:

In general, the majority of students' own attitudes were conservative to moderate in nature with the majority of students believing that getting drunk is not okay if it interferes with academics or other responsibilities.

Consistent with social norms theory, students perceive the attitudes of their peer group to be more liberal than their personal attitudes about drinking. This misperception, according to the theory, has an influence on one's personal choice to use alcohol and can lead to more high-risk behavior than the majority of students personally believe is acceptable.

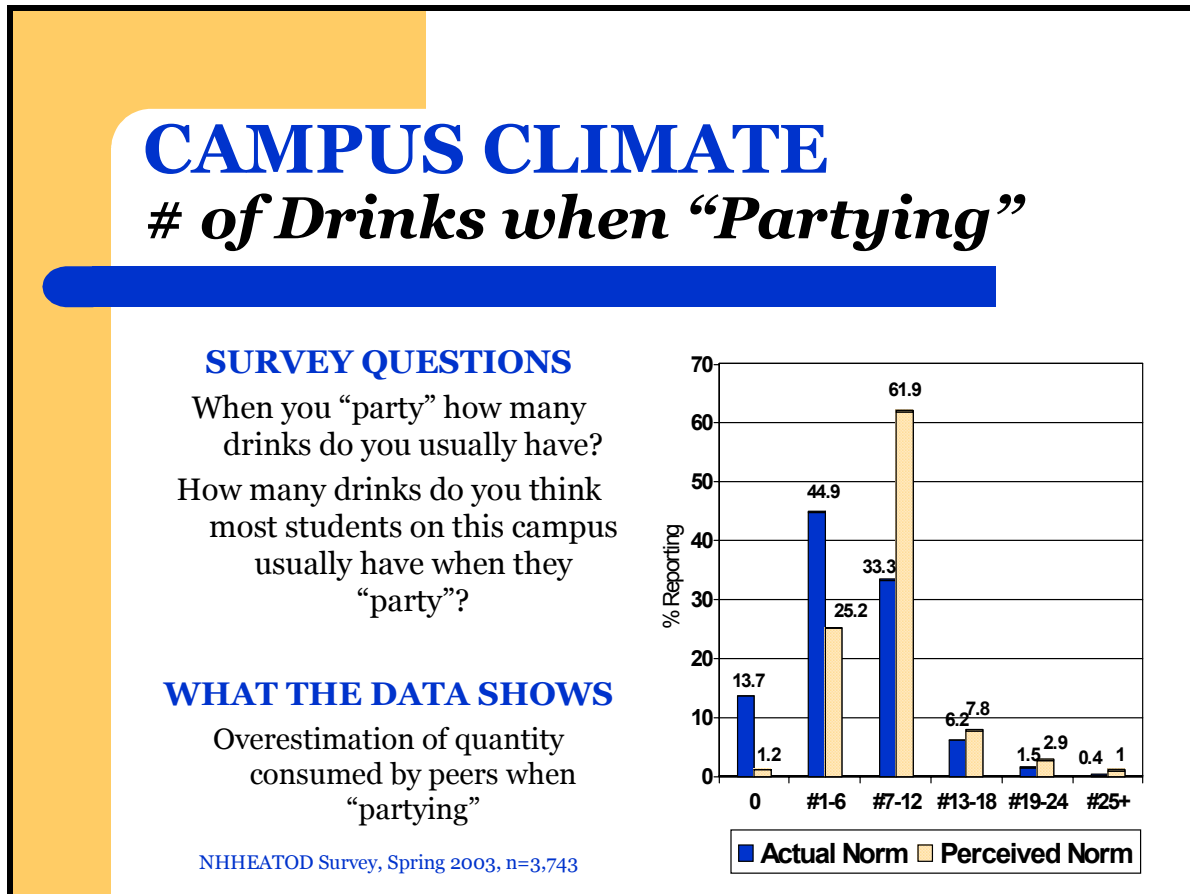
■ Graph 2: Number of Drinks Consumed in a Typical Week



**Results:**

When asked to report on the amount of alcohol typically consumed in a week, 24.4% (slightly less than a quarter) reported they had not consumed alcohol and 39.4% reported that their intake was limited to 1-6 drinks. Consequently, one can conclude that the minority of students (36.2%) are consuming the majority of the alcohol in a typical week.

■ Graph 3: Number of Drinks Consumed when “Partying” – Actual vs. Perceived Norm

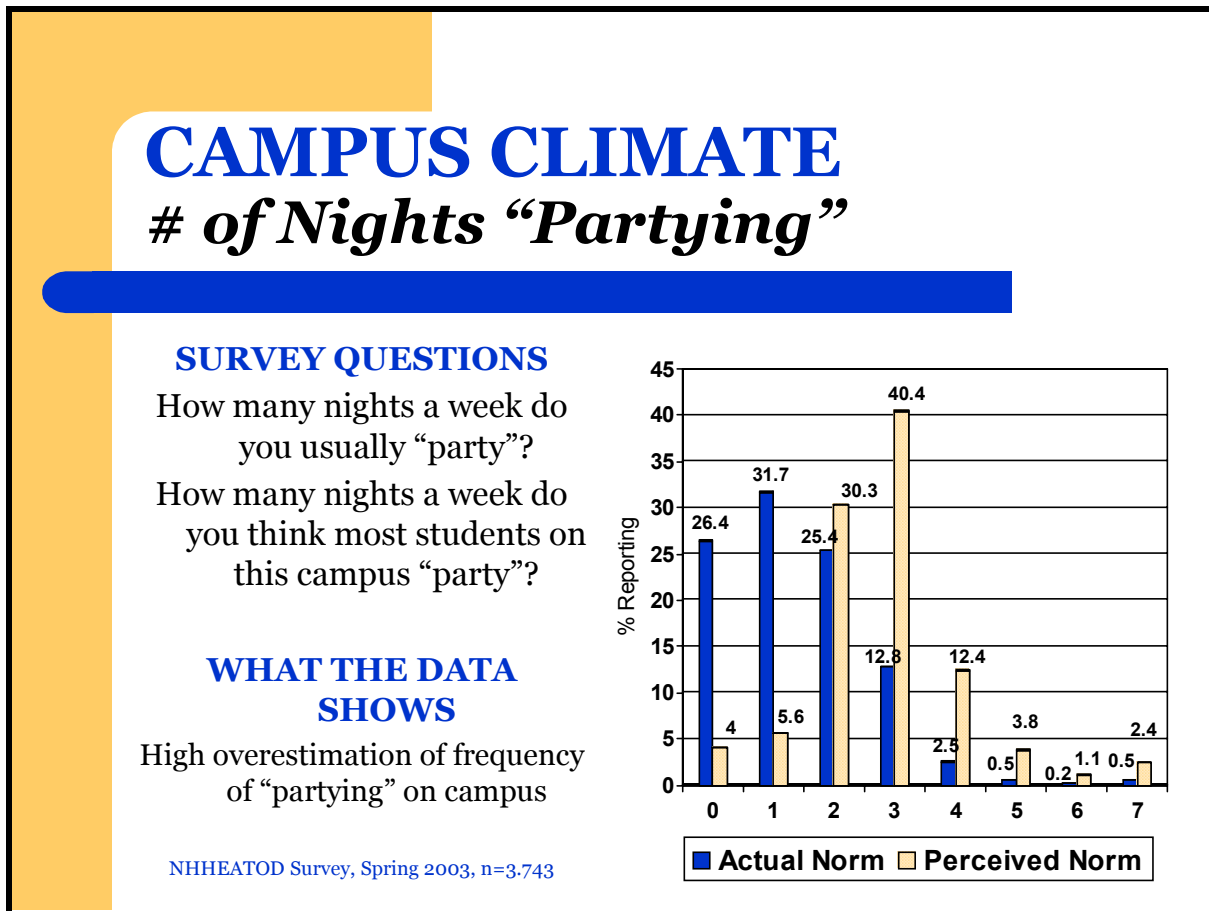


**Results:**

The majority (58.6%) of students at New Hampshire schools either don’t use alcohol when they party or consume a 6-pack or less. While that may appear to some to be a large quantity of alcohol, as compared to students’ perceptions of others use, it is quite low.

As social norms theory and the data suggest, students overestimate the quantity of alcohol their peers are consuming. The concern is that this overestimation can increase use in “party” situations, a decision that often can result in high-risk use and negative experiences.

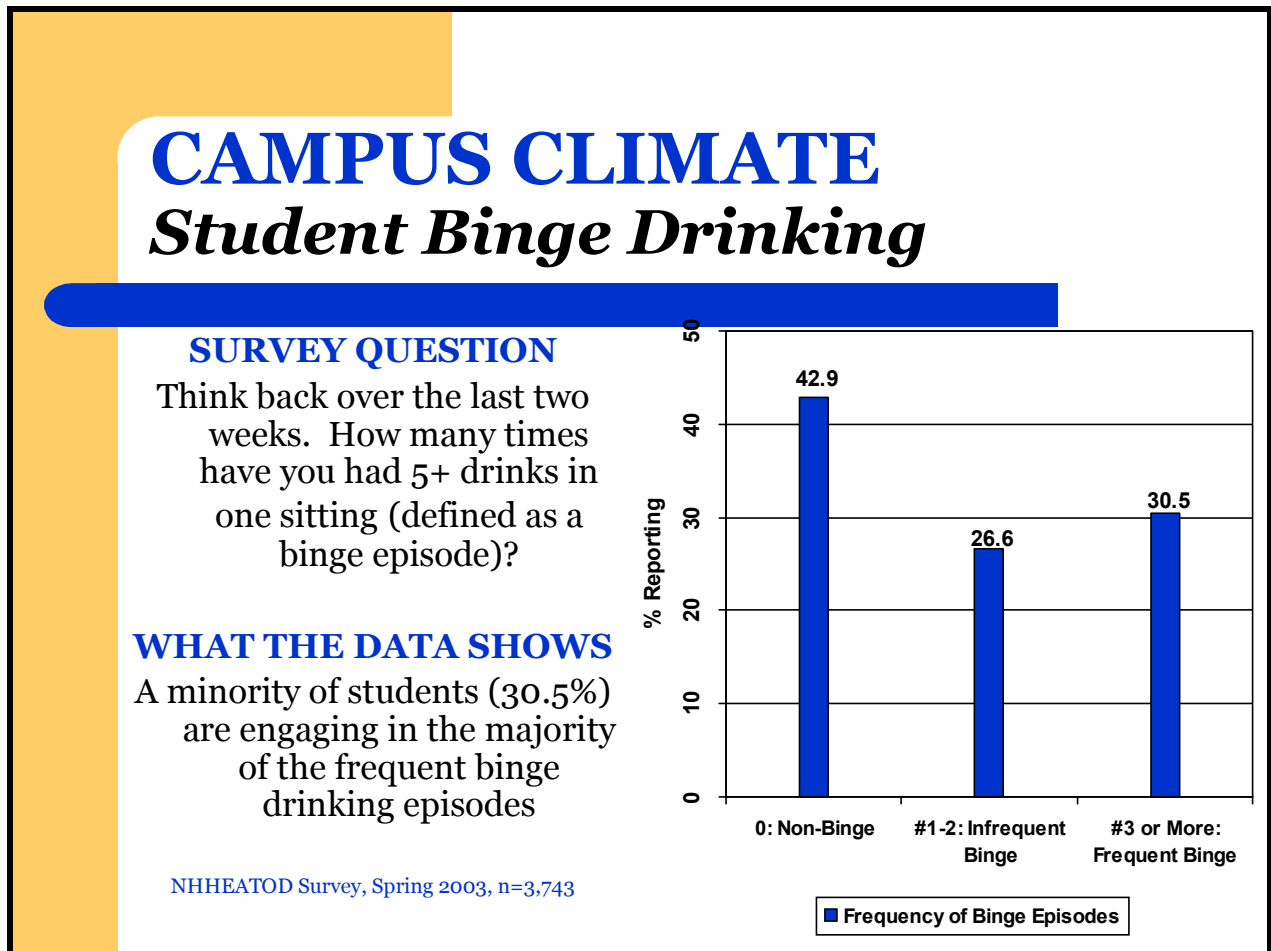
■ Graph 4: Number of Nights when “Partying” – Actual vs. Perceived Norm



**Results:**

In addition to overestimating peers’ consumption when “partying”, respondents also overestimate the frequency of “partying” on campus. Twenty-six percent (26.4%) of students or more than ¼ report not “partying” at all and an additional 31.7% report their “partying” is usually limited to one night a week. However, when asked about their peer group, they believe that 9 out of 10 students (90.4%) party two or more nights a week with the greatest percentage partying three times a week.

■ Graph 5: Binge Drinking – Rate of Incidence in Two Week Period



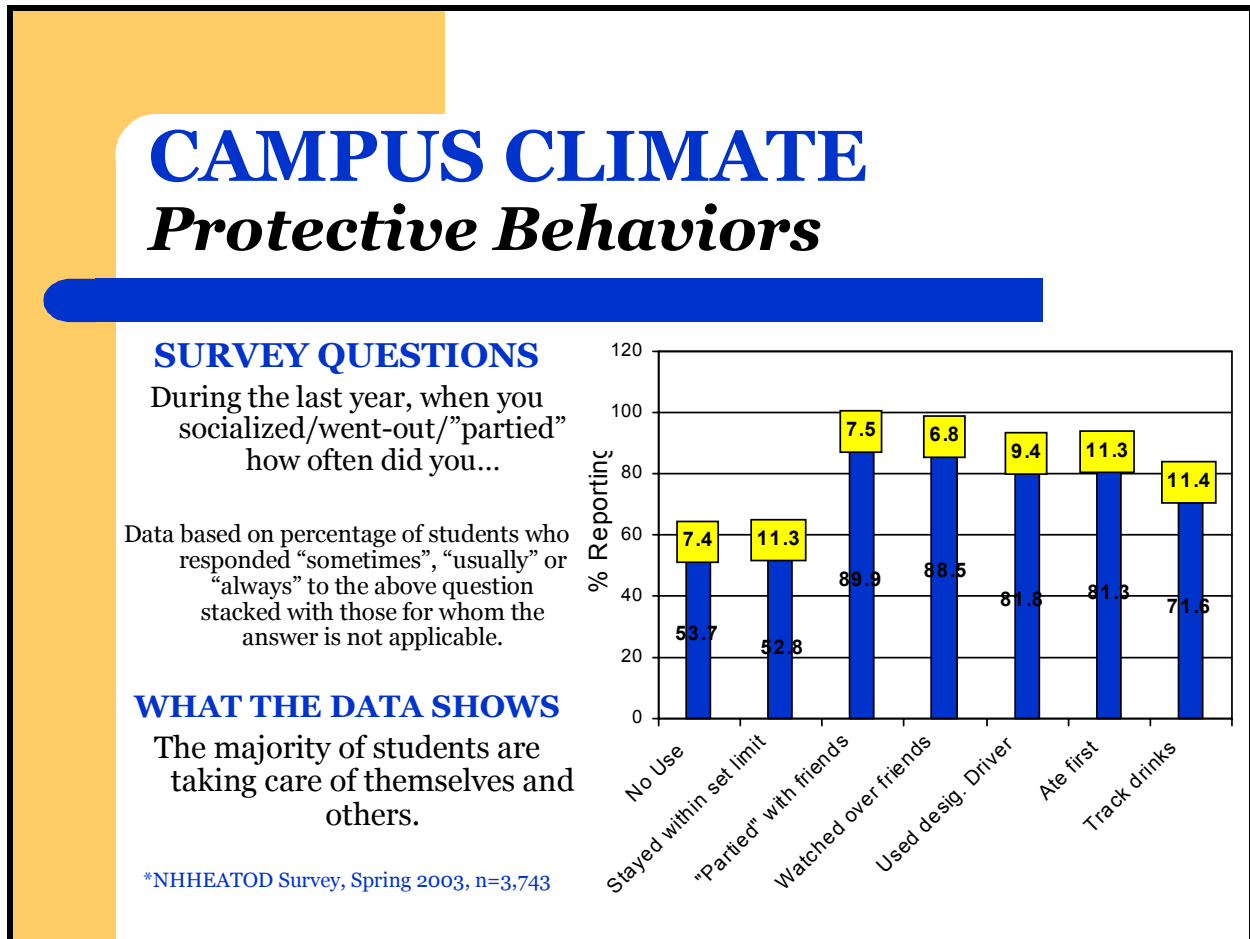
**Results:**

Binge drinking, defined nationally as five or more drinks in a single sitting, is a concern on college campuses across the country. In general, the Northeast region has a rate of binge drinking higher than other regions of the country.

In reviewing this data, the following categories of binge drinking were defined: Frequent binge drinkers answered 3 or more to the question, “How many times have you consumed five or more drinks in one sitting?”, infrequent binge drinkers answered 1 or 2, and non-binge drinkers answered 0. The breakdown of respondents was as follows: Non-binge drinkers 42.9%; infrequent binge drinkers 26.6%; frequent binge drinkers 30.5%.

If left to examine only the overall rate of binge drinking (57.1%) in New Hampshire, one would be left with a distorted view of the data and a suggestion that the majority of students are engaging in frequent, high-risk behavior. Instead, it is important to look more closely at the number of episodes as reported to realize that most students are not engaging in frequent binge drinking episodes. As indicated on the chart, the data suggest that a minority of students (30.5%) is doing the majority of the frequent binge drinking.

■ Graph 6: Protective Behaviors

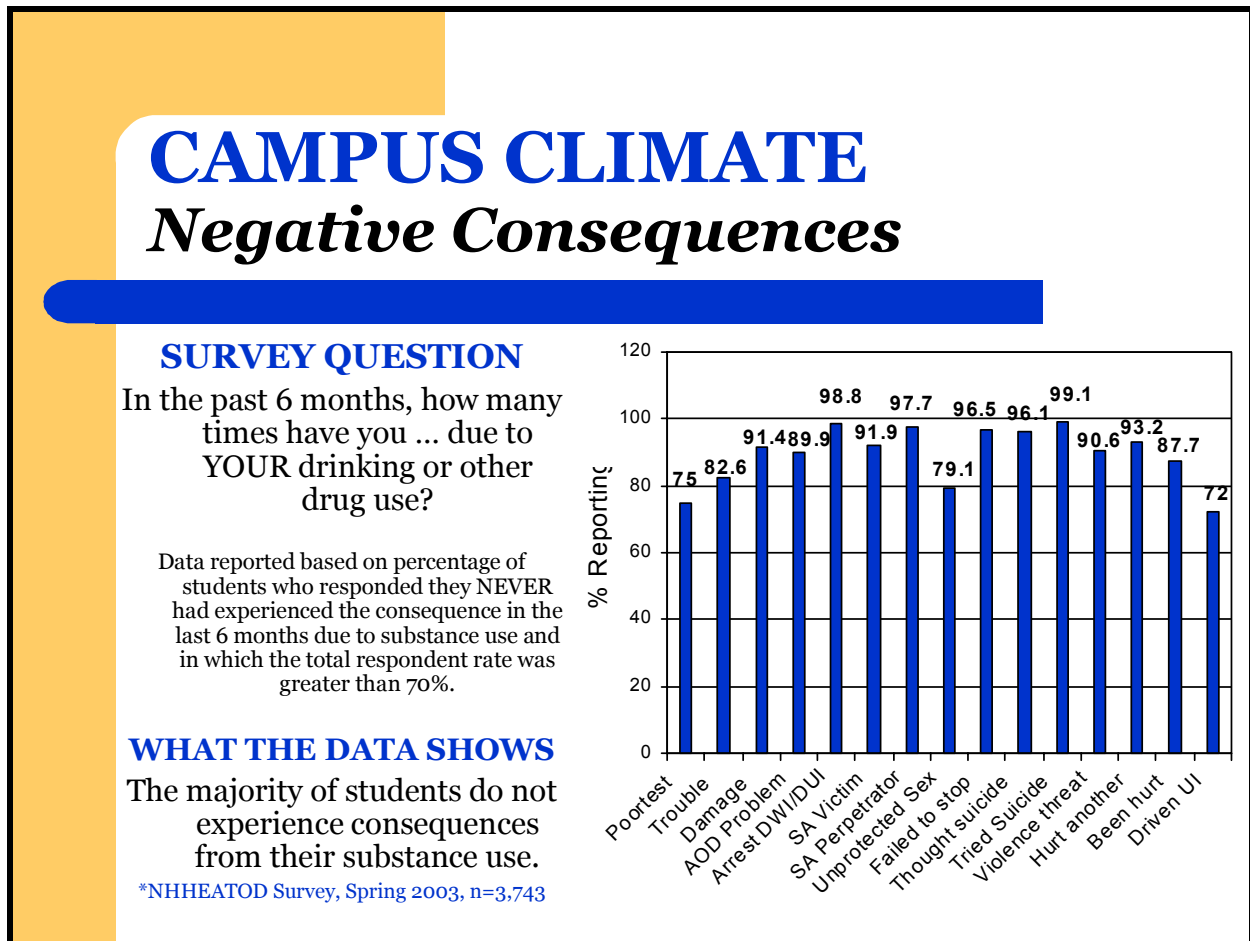


**Results:**

Students were asked 9 questions pertaining to behaviors that would be considered “protective” when drinking including a decision not to use alcohol. For each question students were asked to respond whether they “always”, “usually”, “sometimes”, “rarely” or “never” engaged in the behavior.

Responses above are for the 7 questions in which the cumulative percentage of students who responded that in the last school year they had engaged in the protective behavior sometimes, usually or always equaled or exceeded 50% and then stacked with the percentage of students who reported that the behavior was not applicable because he/she doesn’t drink. The majority of students in New Hampshire regularly make decisions that involve choosing not to drink alcohol, to determine in advance a set number of drinks, “party” with people they know, watch out for friends who may have had too much to alcohol, use a designated driver, eat a full meal before drinking and track how many drinks they are having. In addition, though not the majority of students, 49.1% reported having sometimes, usually or always alternated non-alcoholic beverages with alcoholic beverages or not applicable and 59.9% reported the same with regards to pacing drinking to one or fewer per hour.

■ Graph 7: Negative Consequences



**Results:**

Students were asked 23 questions pertaining to negative consequences experienced during the last 6 months as a result of their own drinking or other drug use. Responses were in terms of the number of times occurring. The categories are contained in the following table along with the percentage for each category reporting “0” to the question, and the corresponding codes used in the graph above (where applicable).

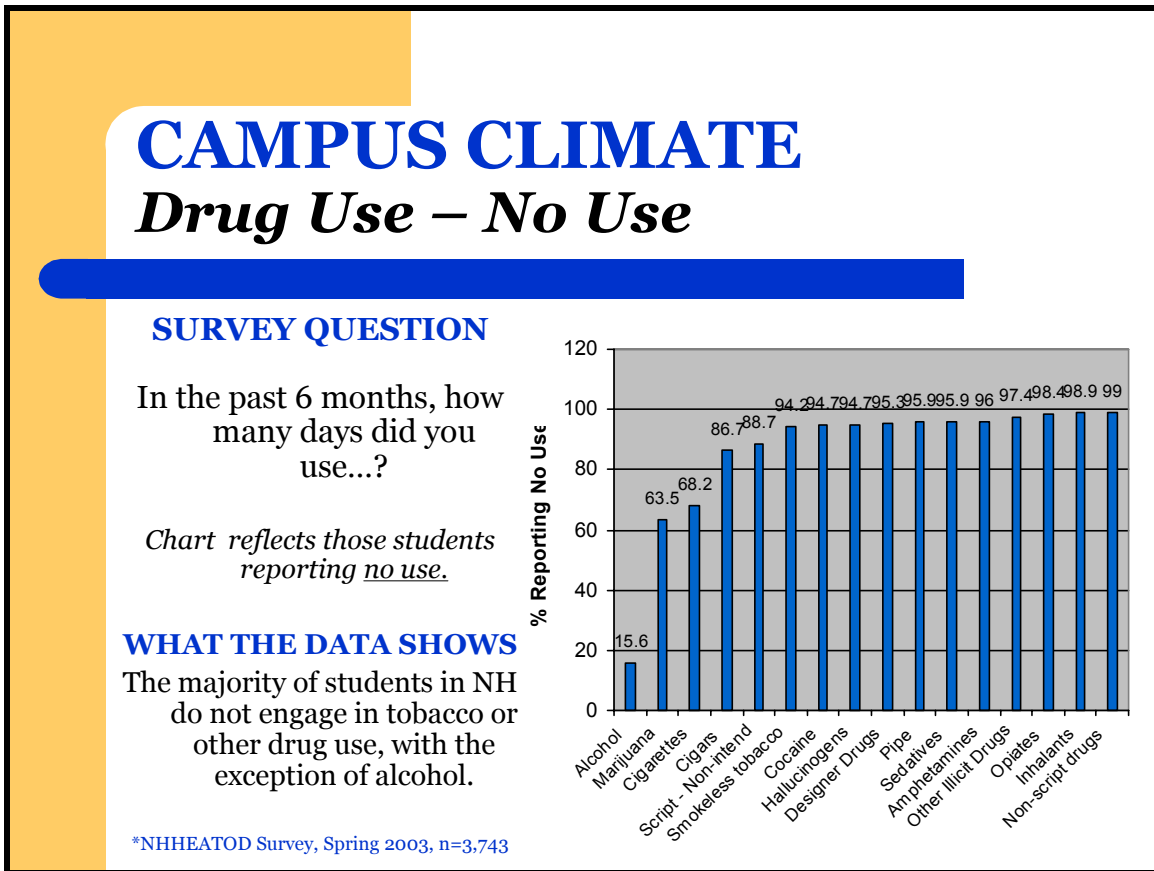
For 15 of 23 categories, the response rate was greater than 70% as indicated in Graph 7. For 21 of 23 categories, a majority of students (greater than 50%) responded that they DID NOT experience that particular consequence in the last 6 months due to substance use.

This information is important to staff members who have responsibilities for sanctioning policy violations as it points out that experiencing negative consequences isn’t normative and therefore when such incidents occur we should be treat them seriously. Too often, negative consequences are just seen as a normal college experience and are generalized when; in fact, survey data from students indicates that these behaviors are far from normal for many types of incidents.

**TABLE 3:  
Negative Consequences by Category and Code**

<b>Negative Consequence In the past 6 months, how many times have you ... due to YOUR drinking or other drug use?</b>	<b>Percentage reporting "0"</b>	<b>Graph Code</b>	<b>Of those reporting a consequence, mean # of times</b>
Seriously tried to commit suicide	99.1	Tried suicide	.02
Been arrested for DWI/DUI	98.8	Arrest DWI/DUI	.02
Taken advantage of another person sexually (unwanted touching, intercourse, etc.)	97.7	SA Perpetrator	.07
Tried unsuccessfully to stop using	96.5	Failed to stop	.22
Seriously thought about suicide	96.1	Thought suicide	.14
Hurt or injured another person	93.2	Hurt another	.21
Been taken advantage of sexually (unwanted touching, intercourse, etc.)	91.9	SA Victim	.23
Damage property, pulled a fire alarm, etc.	91.4	Damage	.34
Initiated threats of physical violence	90.6	Violence threat	.39
Thought you might have a drinking or drug problem	89.9	AOD Problem	.50
Been hurt or injured	87.7	Been hurt	.40
Been in trouble with police, residence hall staff, or other college authorities	82.6	Trouble	.32
Had unprotected sex with someone	79.1	Unprotected Sex	2.17
Performed poorly on a test or important project	75.0	Poortest	.92
Driven a car while under the influence	72.0	Driven UI	1.53
Been criticized by someone you knew	68.5		1.31
Missed a class	64.2		1.60
Ridden with someone who was drunk or used drugs	61.4		3.16
Got into an argument or fight	59.1		1.66
Had a memory loss	58.9		2.97
Done something you later regretted	56.8		1.63
Got nauseated or vomited	39.8		2.29
Hangover	22.8		7.13

■ Graph 8: Drug Use – No Use



**Results:**

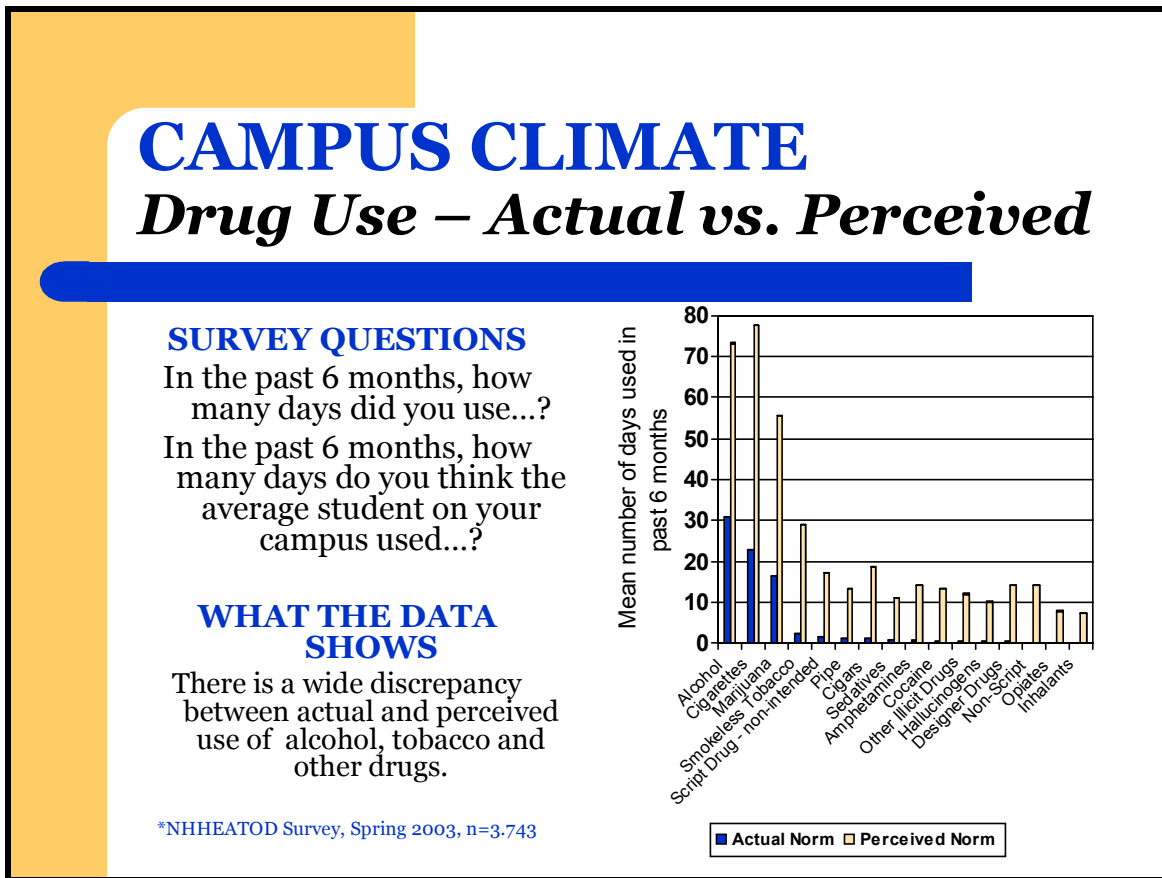
Table 4 (see below) provides specific data figures for Graph 8 and 9.

As the data shows, the majority of students in New Hampshire do not engage in tobacco or other drug use, with the exception of alcohol use. And while it is of concern that we have students engaging in use of illicit substances and we need to address those matters, it is critical not to lose sight of the fact that it is far from the majority of students who are making those choices. And as the data points out for alcohol, even though the majority of students use alcohol; overall, it is a minority of students who are engaging in the types of high-risk, frequent use that may result in academic and social consequences.

**TABLE 4: DRUG USE**  
**Abstinence and Actual vs. Perceived Use**

	<b>Actual Use: % reporting no use</b>	<b>Actual Use: Mean # of days of actual use</b>	<b>Perceived Use: Mean # of days of perceived use by the average student on campus</b>
...alcohol (beer, wine, liquor)?	15.6%	30.83	73.23
...marijuana (pot, hash, hash oil)?	63.5%	16.47	55.54
...cigarettes?	68.2%	22.85	77.45
...cigars?	86.7%	1.27	18.85
...prescription drugs for recreational or "non-prescribed" use?	88.7%	1.61	17.34
...smokeless tobacco (chew, snuff, dip)?	94.2%	2.42	29.06
...cocaine (crack, rock, freebase)?	94.7%	.64	13.54
...hallucinogens (LSD, PCP)?	94.7%	.43	10.20
...designer drugs (ecstasy, MDMA)?	95.3%	.37	14.34
...a pipe?	95.9%	1.29	13.57
...sedatives (downers, ludes)?	95.9%	.80	11.24
...amphetamines (diet pills, speed)?	96.0%	.75	14.32
...other illicit drugs?	97.4%	.64	12.11
...opiates (heroin, smack, horse)?	98.4%	.29	7.91
...inhalants (glue, solvent, gas)?	98.9%	.25	7.48
...non-prescription drugs?	99.0%	.31	14.34

■ Graph 9: Drug Use – Actual vs. Perceived



**Results:**

Students were asked to respond to questions regarding their own use of substances over a six-month period and their perception of others use in the following categories: alcohol, cigarettes, marijuana, prescription drugs for non-intended or “recreational” purposes, pipes, cigars, smokeless tobacco, sedatives, amphetamines (speed, diet pills), cocaine (coke, crack, rock, freebase), hallucinogens (LSD, PCP), designer drugs (ecstasy, MDMA), non-prescription drugs, opiates (heroin, smack, horse), inhalants (glue, solvents, gas), and other illicit drugs.

From Table 4 and this graph, it is apparent that the mean number of days of actual use for most substances is very small; however, perception of others’ use remains consistently higher. With regard to alcohol use, students estimate that students use alcohol more than twice as often than what is reported. In addition, students perceive that their peers are smoking cigarettes and marijuana more than three times the actual use reported. With the remaining substances, the gap between actual use and perceived use is even more exaggerated. In some cases the discrepancy is tenfold or more.

## **EFFORTS TO ADDRESS USE OF ALCOHOL BY STUDENTS**

The Higher Education Center ([www.edc.org/hec](http://www.edc.org/hec)) has identified the use of multiple prevention strategies as a best practice in impacting the campus community. Best practices have to be implemented as appropriate to the uniqueness of institutions as well as available resources. Though not every school implements every program, the colleges and universities of the New Hampshire Higher Education Alcohol and Other Drug Committee implement some of the following best practices and prevention efforts.

### **■ Environmental Management**

*Social Norms Strategy* ([www.socialnorm.org](http://www.socialnorm.org)): The use of the social norms approach to education is based on theory and research showing that students misperceive their peers' attitudes and behaviors regarding alcohol, and students tend to drink according to these misperceptions. The social norms approach provides information on these misperceptions by challenging the perception that high-risk use is the norm and by supporting lower-risk use of alcohol. By informing students of the accurate norms about alcohol use on campus, it is anticipated that students will change their drinking behaviors to be consistent with the true campus norm.

*Policies and Enforcement*: Post-violation prevention efforts on the college and university campuses include individual sessions/assessments by counseling staff for students who are admitted to the hospital or taken into protective custody due to alcohol or other drug use, parental notification, stiffer sanctioning for repeat violations of alcohol or other drug policies, and/or sanctioning that includes mandatory alcohol or other drug counseling.

*Campus and Community Alcohol or Other Drug Task Force*: The work of these teams is to make changes on the campus and in some cases the community as well.

*Substance Free Events*: The campuses sponsor many activities with an intentional substance-free theme; these events may take place in an area specifically designated for substance-free programming.

*Substance Free Housing*: Campuses provide housing for students who choose to live free of substances and to students who are in recovery for alcohol or other drug addiction.

### **■ Educational Efforts**

*Campus-Wide programs*: The colleges and universities offer a number of large group programs on alcohol, tobacco and other drugs.

*Orientation programs*: The colleges and universities offer sessions during first year and transfer student orientation of alcohol, tobacco and other drug issues, policies regarding use as well as efforts to address high-risk use.

*Curriculum infusion*: The colleges and universities present information on alcohol, tobacco and other drugs through a variety of in-class curricula: first year courses, courses specific to alcohol

and other drug use from a psychological or sociological perspective, courses designed to teach low-risk alcohol use, etc.

*Targeted (or Across the College) programs:* The colleges and universities offer programs targeted to specific smaller audiences such as class visits or residence hall programs.

*Prevention programs specifically for athletes:* These programs provide information about the effects of alcohol, tobacco and other drug use on athletic performance.

*Prevention programs specifically for fraternities and sororities:* Fraternities and sororities are required to present a number of educational programs to their members. One of the requirements calls for an educational program on alcohol, tobacco and other drug use.

*Information training for faculty and staff:* The colleges and universities provide information for faculty and staff on recognition and referral for alcohol and other drug issues.

### ■ **Counseling and Support Services**

*Counseling:* The campuses provide short-term alcohol and/or other drug counseling. Students in need of long term or in-patient care are referred to off-campus agencies.

*Support Groups:* The colleges and universities offer support groups for students who are currently questioning their alcohol and other drug use as well as a group for students early in their recovery process. Alcoholics Anonymous meetings are held either on the campuses or locally and are available for students.

*Information adapted from The Higher Education Center for Alcohol and Other Drug Education. Environmental management: A comprehensive strategy for reducing alcohol and other drug use on college campuses. Retrieved January 7, 2002 from the World Wide Web: <http://www.edc.org/hec/framework/>*

## **OBSERVATIONS AND OPPORTUNITIES FOR THE FUTURE**

This study has provided the NHHEAOD Committee with comparative data to utilize in developing institutional-specific and statewide prevention efforts. In general, the data clearly show that students in New Hampshire consistently over-perceive their peer group's substance use and the ensuing consequences and under-perceive protective behaviors, such as choosing not to drink or alternating between alcoholic and non-alcoholic beverages. In addition, the data suggest that while New Hampshire students do engage in substance use, it is a minority of students engaging in the majority of high-risk use (e.g. binge drinking, illicit substance use).

Based on these findings and their consistency with social norms theory, the New Hampshire Higher Education Alcohol and Other Drug Committee is committed to (1) reducing misperceptions that exist about students at New Hampshire colleges and universities, (2) educating key state leaders on social norms theory, and (3) continuing to develop and refine prevention efforts that support a social norms campaign and a comprehensive approach to substance abuse prevention

Specific activities to reach the Committee's goals and market itself include the following:

- Implement a statewide social norms campaign aimed at reducing high-risk alcohol use, tobacco and illicit drug use on our campuses. The campaign will promote positive behaviors that most New Hampshire college students are engaging in and celebrate decisions our students are making about substance use that are low-risk and consistent with strong academic performance.
- Investigate the feasibility of creating a New Hampshire listserv to facilitate the discussion of social norms theory and implementation on our campuses.
- Develop a website and PowerPoint presentation to promote the NHHEAOD Committee and its activities in campus and community education efforts.
- Facilitated a workshop on social norms theory and approach at the Division of Alcohol and Drug Abuse Prevention and Recovery's annual conference in October 2002. This workshop included background on social norms theory and highlighted ways to implement a social norms campaign at the secondary and post-secondary level and statewide based on currently held data. This activity led to the introduction of a higher education track and a keynote address on social norms theory as part of the October 2003 conference.
- Sponsor workshops periodically to further discussions about social norms theory and its implementation within New Hampshire.
- Initiate contact with the Partnership for a Drug-Free New Hampshire about developing a social norms campaign designed to reach the parents of middle and high school students. This campaign would center on dispelling myths that "other parents" permit their high school children to consume alcohol.
- Develop an evaluation plan to measure outcomes of the aforementioned activities.
- Continue to work with the New Hampshire College & University Council, the Higher Education Center, New Futures, the New Hampshire Bureau of Liquor Enforcement, and the

Division of Alcohol and Drug Abuse Prevention and Recovery to provide effective prevention programs to our students and to pursue grant funds to assist with prevention activities

## CONTACT INFORMATION

*This report can be found at the following URL:*

[http://www.unh.edu/student-life/assessment/pdf/2003\\_NH\\_StateReport.pdf](http://www.unh.edu/student-life/assessment/pdf/2003_NH_StateReport.pdf)

*The survey can be found at the following URL:*

[http://www.unh.edu/student-life/assessment/pdf/NHHEATOD\\_03.pdf](http://www.unh.edu/student-life/assessment/pdf/NHHEATOD_03.pdf)

*The production and dissemination of this report is a project of the NHHEAOD Committee. Committee members are available to individuals wishing to arrange for a presentation of the findings of the study. Please direct requests for presentations, comments about the report, or specific questions about the report to one of the following committee members:*

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